

# Wifi Password: **WBL2016**

Meeting materials, presenter statements, and resources are located at:

<http://sites.ed.gov/octae/WBL2016>



**@OECDDEDUSkills**



**#WBL2016**



**@usedgov**

# Strengthening Work-based Learning in Education and Transition to Careers

July 26-27, 2016

Baltimore, Maryland

United States of America



# Welcome

**Sharon Lee Miller**

Director, Division of Academic and Technical  
Education

Office of Career, Technical, and Adult Education  
U. S. Department of Education



**Roberto J. Rodriguez**

Deputy Assistant to the President for  
Education  
The White House



# Welcome



**Lynne M. Gilli**

Acting Assistant State Superintendent and  
Program Manager for Instruction  
Division of Career and College Readiness  
Maryland State Department of Education



**Simon Field**

Senior Analyst  
Directorate for Education  
and Skills, OECD



# Reaction Panel: Roles for Employers, Unions, and Communities

Moderator: **Daniel Marschall**  
Executive Director  
AFL-CIO Working for America  
Institute



# Reaction Panel: Roles for Employers, Unions, and Communities

Presenters:

**Dennis McDonough** - Finishing Trades Institute

**Tom Pfundstein** - Finishing Trades Institute

**Rene Steiner** - Buhler North America

**Tom Wilson** - Former Trades Union Congress Official,  
United Kingdom

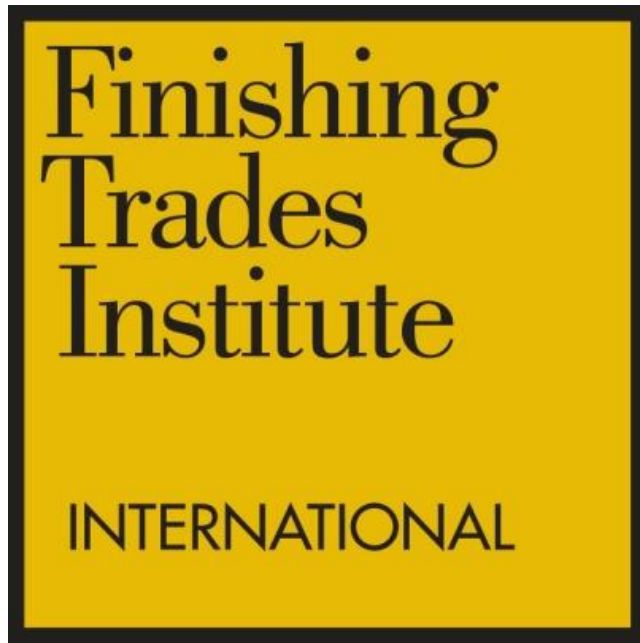


# FINISHING TRADES INSTITUTE:

*THE START OF A LIFETIME*

OECD/ED  
workshop  
27<sup>th</sup> July 2016

Thomas E. Pfundstein , PhD



® *The Start of a Lifetime*

***The International Union of Painters and Allied Trades (IUPAT) and the Finishing Contractors Association (FCA) established the Finishing Trades Institute (FTI) to provide ongoing education and training for all of our members. Our mission is to continue to set the standard of excellence in the many trades our members represent. With this goal in mind, FTI curriculum and training centers constantly evolve to remain at the cutting edge of our trades.***





Finishing  
Trades  
Institute  
INTERNATIONAL

Finishing  
Trades  
Institute

INTERNATIONAL

Standardized  
Educational  
System

Click  
Me!

Video: The Start of  
a Lifetime

29 US  
District  
Councils

4 Canada

Approx 15,000  
apprentices  
trained each  
year

30,000  
journeymen  
trained  
annually

Instructors:  
114 Full Time  
455 Part Time

# DOL and National Standards



*USDOL registered National Guideline Standards for the six trades: Coating Application Specialist, Drywall Finisher (Taper), Floor Coverer, Glazier, Hydro-Blaster/Vacuum Technician, and Painter-Decorator (Tradeshow and Coatings Inspector currently under review by DOL)*



*Instructors shall meet minimum requirements, including completion of teaching techniques or equivalent adult education certification.*





# Sample Program of Study

The IUPAT/FTI Program of Study for the Glazier OJL and RI is outlined below. Under this hybrid approach, an apprentice must participate in the indicated minimum number of hours of OJL for each category of the program. The Program Sponsor is responsible for determining the number of RI hours that an apprentice must participate in based on the FTI guidance, local needs, and the suggested minimum of 144 hours per year (29 CFR 29.5(b)(4)).

STD CAT #	CATEGORY NAME	OJL HRS	RI HRS
7.1	Health and Safety for the Glazier	200-400	24
7.2	Introduction to the Glazing Trade	400-640	40
7.3	Sealants	80-120	40
7.4	Architectural Drawings	200-400	40
7.5	Glazing Systems Installation and Layout	800-1200	100
7.6	Replacement Work, Retro-Fit and Weatherization	200-400	20
7.7	Skylights and Sloped Glazing	200-400	20
7.8	Energy Glazing Systems	200-400	20
7.9	Welding	200-400	80
		2512-4392	480

# Online Education (LMS)

**Finishing Trades Institute**  
INTERNATIONAL

**Finishing Trades Institute's Learning Management System (FTI LMS)**

The FTI is an IUPAT and FCA partnership.

HOME FTI USER AGREEMENT

[Logging into the LMS constitutes your acceptance of the FTI User Agreement - Click here to read.](#)

Please Wait...

**About the FTI**

The IUPAT and its signatory employers established the FTI to provide ongoing education and training for all our union members. Our mission is to continue to set the standard of excellence in the many trades our members represent. With this goal in mind, FTI curriculum and training centers constantly evolve to the cutting edge of our trades.

**Video Updates**

**GP's Message**  
GP encourages training centers to use the LMS.

**FTI Director**  
Dan Penski provides an overview of the FTI and the LMS.

**LMS Introduction**  
Dr. Tom Pfundstein

**Programs of Study**

[Click here to read the Programs of Study and Course Catalog](#)

[Click here for additional information on the FTI courses](#)

**FTI Learning Management**

The Finishing Trades Institute (FTI) Learning Management System is a K-L based software program for the administration, documentation, tracking, and training programs, classroom and online events, e-learning programs, and training materials to FTI LMS users.

**Webinar**

**US EPA RRP Training Provider Webinar**  
Tuesday, November 19, 2013. 2:00PM - 3:00PM

The scope of this course focuses on the key roles that must be played by the Union; its

**Click Me!**

**Website: FTI LMS**

**Energy Performance Of Air Barrier Systems**  
Building Envelopes Research, Oak Ridge National Laboratory

Infiltration and exfiltration account for 20 to 30 percent of the cooling and heating loads in commercial and residential buildings. Because the efficacy of air

# College Credit for Apprentices & Journeyworkers

The FTI offers continuing education programs for its members that allow them to earn college credits toward an Associates or Bachelor's Degree.



DC	College	Partnership
1M	Mott Community College & Lansing Community College	Non-Academic Training Partnership
3	Metropolitan Community College	Partner Agreement with College Credits – 30 credits upon completion of program
5	South Seattle Community College	Partner Agreement with College Credits
6	Cuyahoga Community College	Articulation Agreement for Training
7	Milwaukee Area Technical College & Madison Area Technical College	Apprenticeship Instructors are associated with the college and are paid by the Tech College
9	State University of NY & Empire State University	Associate Degree Classes
15 Nevada	Community College of Southern Nevada	Additional Training opportunities and ESL Classes
15 Phoenix	Gateway Community College	Partner Agreement
15 Denver	Emily Griffith Opportunity School	Partner Agreement
50	Honolulu Community College	Training Partner Agreement with College Credits
53	Mountwest Community College	Associate Degree Program
57	Community College of Alleghany County	Associate Degree Program
78	Mid-Florida Technical College & Atlantic Technical Center	COE Accredited and partner Agreement
81	Des Moines Area Community College	Partner Agreement
91	Ivy Technical College	Associate Degree Program

# Any questions?



**[www.FinishingTradesInstitute.org](http://www.FinishingTradesInstitute.org)**

**7230 Parkway Drive**

**Hanover, Maryland 21706**

**1-800-276-7289**

# PROGRAMS ENGAGING UNIONS AND COMMUNITY IN WORK-BASED LEARNING AND APPRENTICESHIP

OECD/ED workshop  
27<sup>th</sup> July 2016

Dennis McDonough



# WHY COMMITMENT TO WORK-BASED LEARNING IS IMPORTANT TO EMPLOYERS: A SWISS PERSPECTIVE

OECD/ED  
workshop  
27<sup>th</sup> July 2016

Rene Steiner

# STRENGTHENING WORK-BASED LEARNING IN EDUCATION AND TRANSITION TO CAREERS

1. Develop sustainable business platform for today and future needs.
2. Understand the Bühler business.
3. Develop social competences.
4. Integrations, culture development.
5. Know-how transfer.
6. Learn and apply, entrepreneurship.
7. Earn while you learn.



*Bühler – Apprenticeship Academy North America  
Customer Service Engineer  
Industrial Specialist for Machine and Process Technology*

6 | © Bühler |



# WHY ENGAGEMENT OF UNIONS IN WORK- BASED LEARNING IS IMPORTANT TO WORKERS AND FIRM PRODUCTIVITY: A UK PERSPECTIVE

OECD/ED  
workshop  
27<sup>th</sup> July 2016

Tom Wilson

# Why should unions care about skills?

Workers want good jobs and good pay and good lives

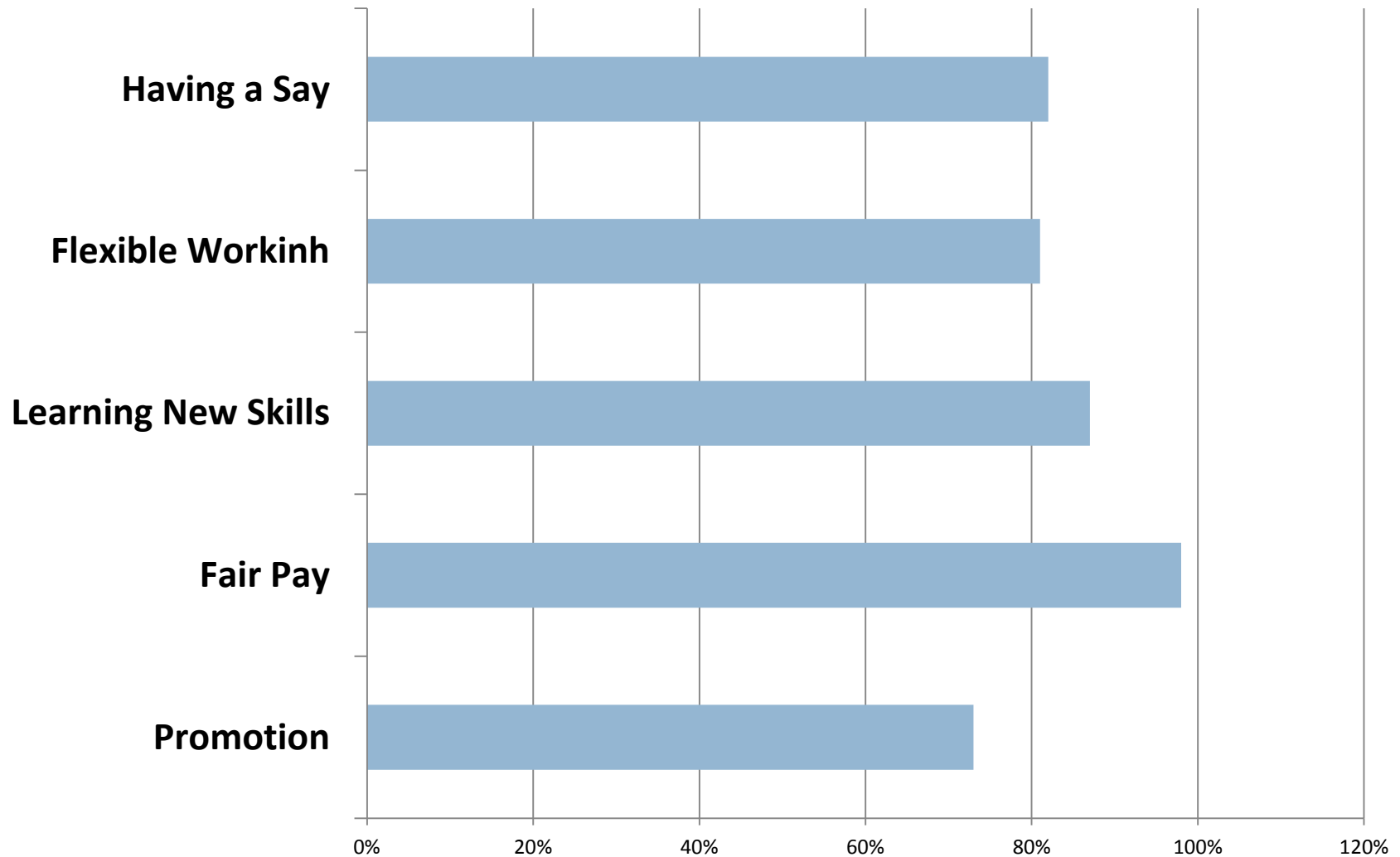
Good skills = good jobs and good pay and better lives

Especially for young workers

Learning grows unions; helps recruit members and activists; essential for organising young workers in unions and professional associations

Learning benefits employers who support the union

# TUC Survey: What is important to union members





Good Learning – active and engaged learners,  
organised by their union



Bad Learning – they should have involved the union

# What is important to young workers

Source: Manning T, NC State university, USA, 2012

<b>Respected on the Job</b>	<b>87%</b>
<b><i>Opportunity for Professional Development</i></b>	<b><i>77%</i></b>
<b>Ability to Have an Impact on the World</b>	<b>61%</b>
<b>Access to Information and Expression of Personal Opinion</b>	<b>55%</b>
<b>Having High Job Prestige</b>	<b>51%</b>
<b>Working with Inspiring Colleagues</b>	<b>49%</b>
<b>Geographical Location of Job</b>	<b>49%</b>
<b>Receive Guidance and Direction from Supervisor</b>	<b>47%</b>
<b>Using Creativity on the Job</b>	<b>46%</b>
<b>Participating in Company Decisions</b>	<b>45%</b>
<b>Independence / Professional Autonomy</b>	<b>40%</b>
<b>Flexible Work Hours</b>	<b>30%</b>
<b>Lots of Responsibility</b>	<b>29%</b>
<b>Dress Code Appropriate to Work Environment</b>	<b>29%</b>



# How do unions help learning?

Find out what workers want

Help managers and companies improve training

Ensure *all* workers have an equal chance to learn, not just the already well qualified top managers and best paid.

Celebrate members' learning

Set up workplace Learning centres

Make links with Colleges/Universities/Private training



## How Can Unions do this?

Skills + Pay + Jobs = the 3 core union aims

Employers *want* to work with unions on skills

Legal rights help – 30,000 Union Learning Reps

Money from Government helps a lot

## An example: Unionlearn

Unionlearn - the Education Dept of the TUC

Has about 30 staff and an income of £15M

In 2015 it helped 240,000 learners at work

Union members twice as likely to be trained

Distributed £180M to help 1.4M workers in 39 unions over its first 10 years



**Members of the GMB Union in their workplace learning centre**

# What sort of learning?

Basic English, math, computer skills

E-learning

Informal courses – to get back into learning

Learning for work: Health Quals

At all levels from Basic to University

Apprentices, technicians, professionals,  
young and mid-career workers



# Employers support union learning

87% of employers want more union learning

91% say unions should do more learning

53% said it improved levels of trust at work

52% said it improved morale

88% gave more paid time off to learn

78% invested more money in learning

55% of staff gained qualifications





**Unison union organised the Local Library van to visit a rural factory unit.**

# Why union learning works: 1



Would individuals admit problems to their managers? Probably not!

But they would to a fellow worker or to their “Union Learning Representative”

40% of UK companies offer no training. But managers need to know about employees skill needs to offer the right training. Only Union Reps can tell them the true, general picture of skill needs.

So its “win – win”: for individuals, companies, society



## Why union learning works: 2

Learning at work more convenient than college

Especially for busy young parents

Work is a familiar environment

Its learning alongside work friends

## Why union learning works: 3

Unions engage community and workplace

Learners are involved – hence motivated to learn,

They learn where, how, when, what they want

They are treated as adults – not back in the classroom

Among friends, learning together



**The local Union Learning Rep in a small Post Office, standing in front of the Union's Learning cupboard.**



# The evidence that union learning works

Double the normal take-up of courses

Much higher retention, lower drop-out

90% pass rates – normally around 70%

Higher progression rates to higher courses

# The State's Role in Supporting Work-Based Learning



**Moderator:**  
**Martin Simon**  
**National Governors Association**  
**(NGA) Center for Best Practices**



# The State's role in Supporting Work-Based Learning

## Presenters:

- Kate Blossveren Kreamer - Advance CTE: State Leaders Connecting Learning to Work
- David Etzwiler - Siemens Foundation
- Chelsea Parker - Council of Career and Technical Education, Tennessee State Department of Education - Tennessee
- Stephanie Veck - Colorado Workforce Development Council - Colorado



# Networking & Refreshment Break

Sponsored by:

**SIEMENS** | Foundation





# Factory of the Imagination

Adam Montandon, Co-founder, Denmark





# Lunch

*Available for Purchase in  
the Atrium*





# OECD Workshop

Strengthening Work-based Learning  
in Education and Transition to Careers  
Through Ideation and Innovation

Facilitators: Lul Tesfai, Carol Aguirre & Robin Utz



# What We Are Here To Do

- Think Creatively and Differently
- Challenge Our Own and Others' Assumptions
- Have Fun
- Generate New Ways of Thinking About Collective Community-Wide Approaches



# What We Are Not Here To Do

- Generate Policy
- Dictate Behavior to Others
- Solve Every Challenge Before 5pm



# Introduce Yourself

- What is your name?
- Where you are from?
- What are you passionate about?

# Getting Organized

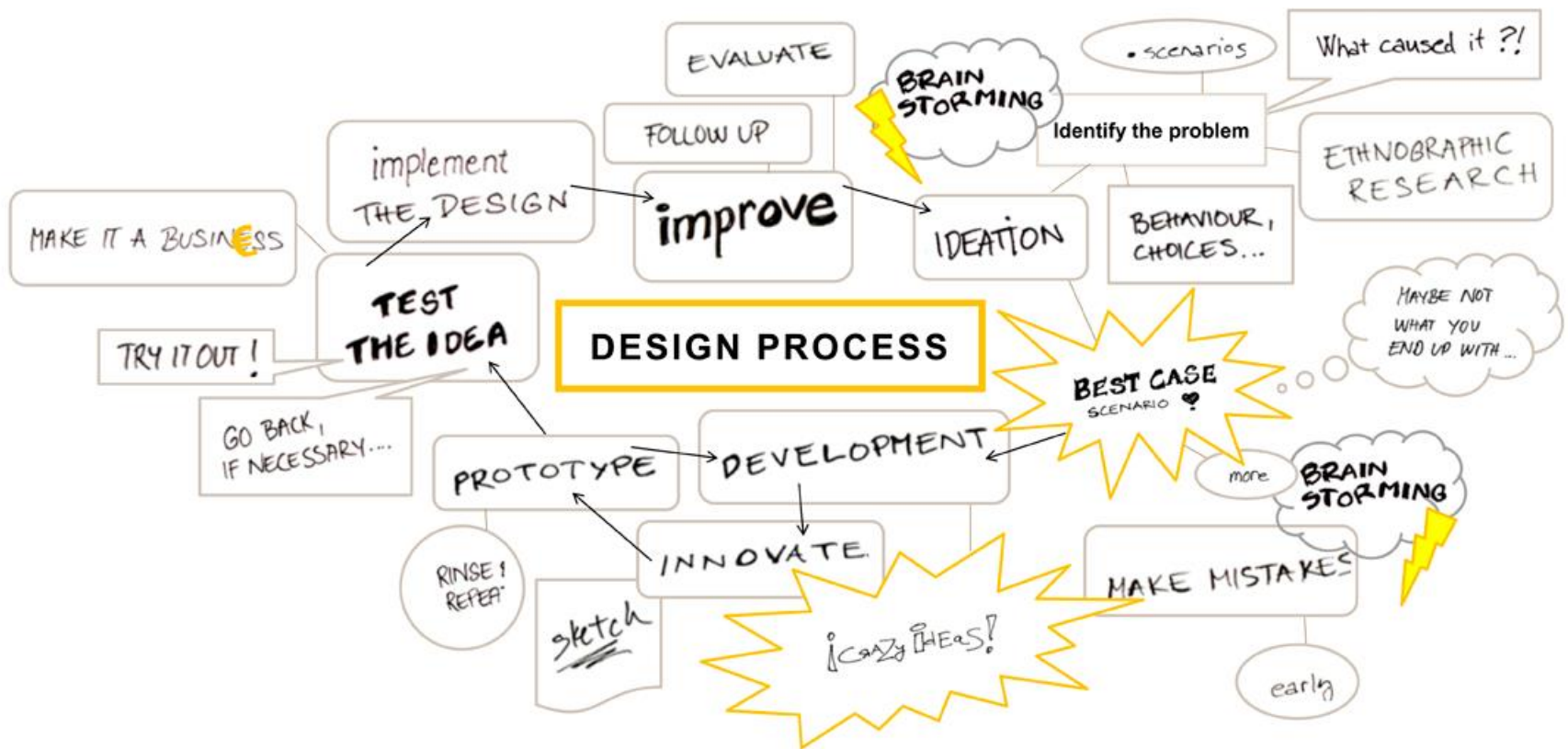


Designate:

- Facilitator
- Note taker
- Timekeeper
- Reporter



# Design Thinking



# Human-Centered Design

A collaborative, discovery-based journey



Get inspired by the people you're serving.

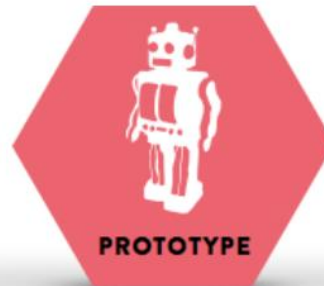
Start by listening to people to get new ideas about how to design for them.



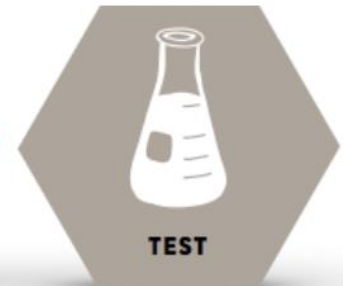
Identify patterns and surprising insights to inspire new opportunities for design.



Brainstorm new ways to serve your customers.



Try out your ideas and get feedback from customers – so you can revise your prototypes and get more feedback.



Try out a pilot program and experiment with ways to implement your new ideas.

# Human-Centered Design

A collaborative, discovery-based journey



# Empathy

OBSERVE



ENGAGE

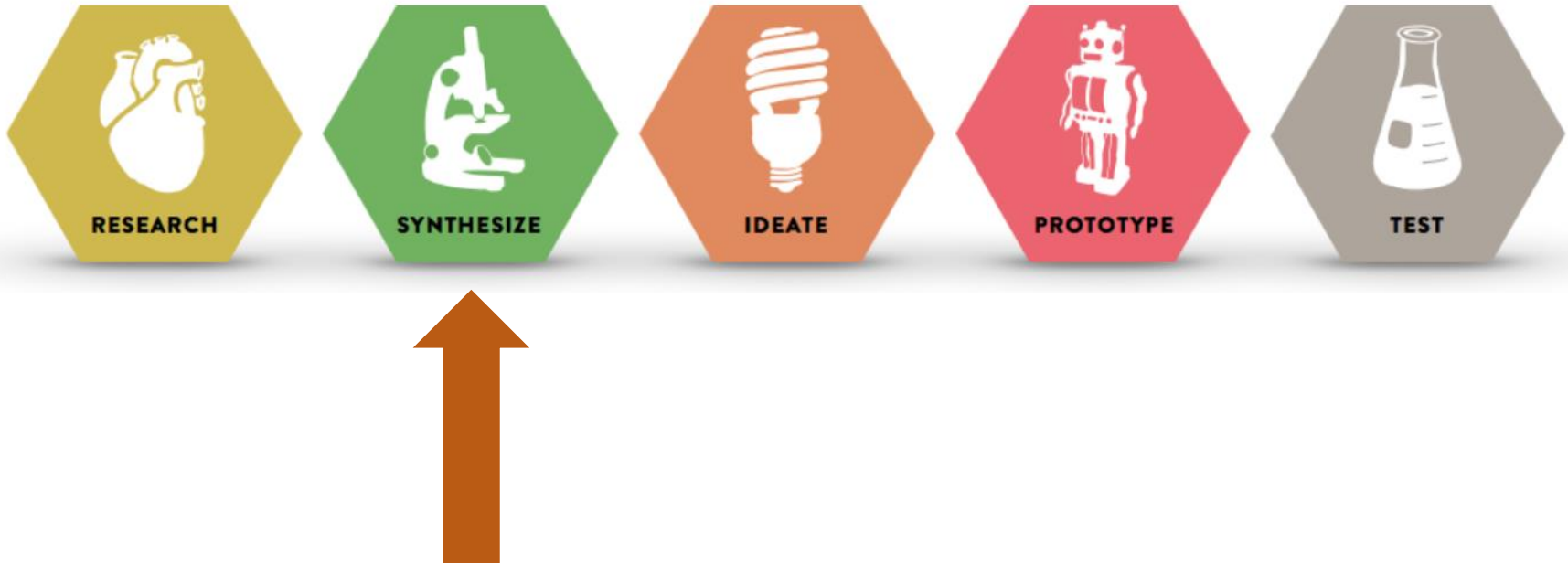


IMMERSE



# Human-Centered Design

A collaborative, discovery-based journey







**how** might we ...

*assume solutions exist*





how **might** we ...

*reduce commitment*

A decorative header image showing a complex network of interconnected nodes and lines in blue, green, and yellow, symbolizing a global or digital network.

**how might **we** ...**

*do it together*

# Problem (10 Minutes)

How Might We [ACTION]  
For [WHOM]  
In Order To  
[CHANGE SOMETHING]  
By [WHEN].



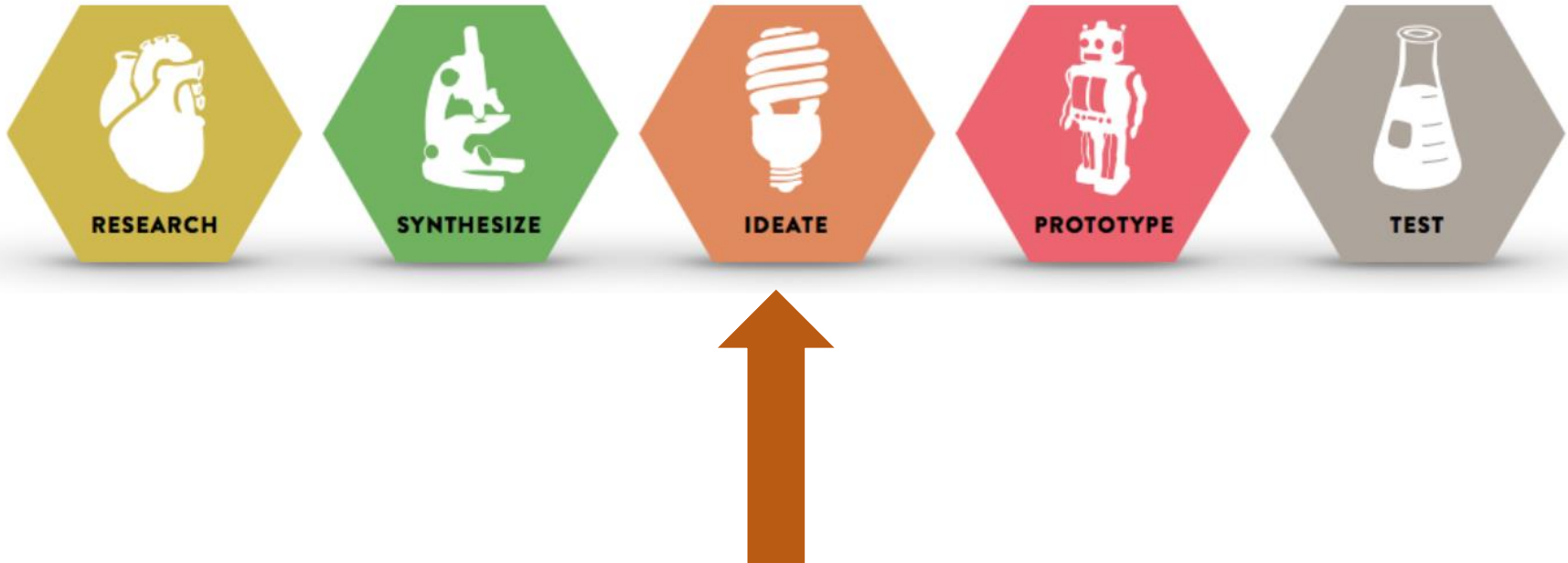
A decorative background at the top of the slide featuring a network diagram with blue and green nodes connected by thin lines.

# How might we...**ACTION**

Design Redesign **RETHINK** Alter **Augment**  
**IMPROVE** Persuade **INSTRUCT** Teach Inform  
**UPGRADE** Change **ENCOURAGE**  
Develop Expand *Build on* **Update** Refine  
**Grow** Spread **INFORM** Enhance Develop  
*Amend* **RAISE AWARENESS** Transform **Boost**

# Human-Centered Design

A collaborative, discovery-based journey



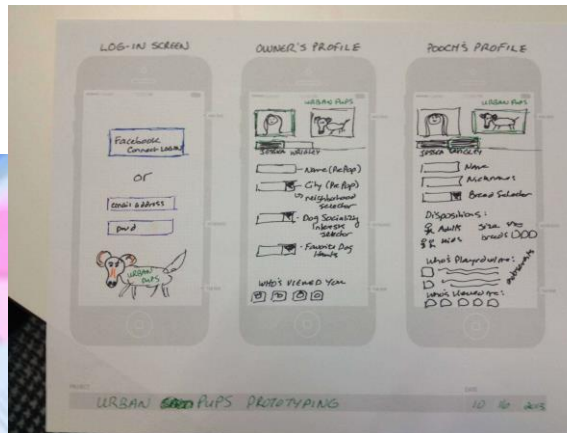
# Ideate (10 Minutes)



- Develop as Many Solutions as Possible
- Use Drawings with Words
- “Crazy Ideas” Lead to Real Solutions



# Choosing Solutions (5 Minutes)





# Choosing One Solution (5 Minutes)



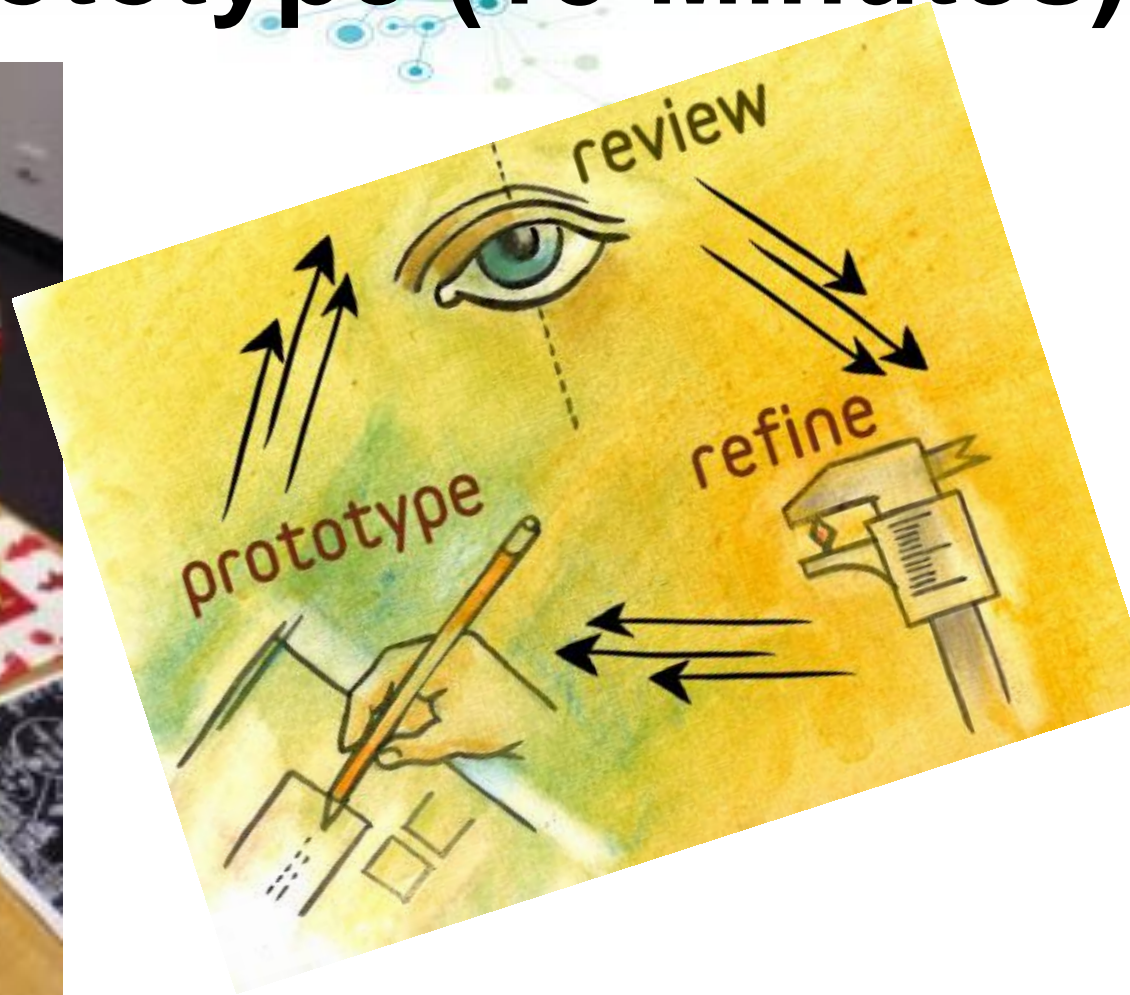
# Human-Centered Design

A collaborative, discovery-based journey





# Crafting A Prototype (15 Minutes)





**A picture  
is worth a  
thousand  
words**

**A prototype  
is worth a  
thousand  
pictures**

Keynotopia



# Human-Centered Design

A collaborative, discovery-based journey







**10 Minutes Each Table**

# Each Group Needs



**Chart Paper w Problem Statement**

**Chart Paper w Solution Description**

**Prototype**

A decorative graphic at the top of the slide featuring a complex network of interconnected nodes and lines in shades of blue, green, and yellow, resembling a molecular or digital network.

# Final Reflection

What Emerged?

**SO WHAT?**



תודה  
Dankie Gracias  
Спасибо شكراً  
Merci Takk  
Köszönjük Terima kasih  
Grazie Dziękujemy Děkojame  
Ďakujeme Vielen Dank Paldies  
Kiitos Tänname teid 谢谢  
**Thank You** Tak  
感謝您 Obrigado Teşekkür Ederiz  
Σας ευχαριστούμε 감사합니다  
Bedankt ขอบคุณ  
Děkujeme vám  
ありがとうございます  
Tack

# Networking & Refreshment Break

Sponsored by:

**SIEMENS** | Foundation





# Closing Remarks

## Presenters:

- **Johan Uvin** - Deputy Assistant Secretary, Delegated the Duties of the Assistant Secretary, Office of Career, Technical, and Adult Education, U.S. Department of Education
- **Eric Seleznow** - Deputy Assistant Secretary, Employment and Training Administration , U.S. Department of Labor
- **Simon Field** - Senior Analyst, Directorate for Education and Skills, OECD





# *Special thanks to...*

